

Areas to investigate

KS2 progress

- Reading progress was in the bottom quintile (20%) for at least two years for all pupils and middle prior attainers.
- Progress in reading was significantly below average and in the lowest 10%.

KS2 attainment

- In 2018, mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.
- In 2018, 49% of pupils achieved the expected standard in reading, writing and mathematics, 15 percentage points below the national proportion. This was a statistically significant difference.
- Reading attainment was in the bottom quintile (20%) for at least two years for all pupils.

- The three-year average reading attainment score (100.6) was in the bottom 10%.

KS1 attainment

- In 2018, mathematics attainment of the expected standard was above national for the disadvantaged group.

Phonics in 2018

- There were no meaningful trends or differences for this measure.

Areas to investigate

EYFS

- There were no meaningful trends or differences for this measure.

Behaviour

- In 2017/18, the rate of overall absence (4.30%) was slightly below the national average for schools with a similar level of deprivation (4.67%).
- There was 1 permanent exclusion in 2016/17. There was also 1 in 2015/16. However, there were none in 2014/15. The national average in each of these years was zero.
- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of total fixed term exclusions (2.11%) was above the national average for schools with a similar level of deprivation (0.99%). The rate of repeat exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of repeat exclusions (1.06%) was above the national average for schools with a similar level of deprivation (0.45%).

Primary school context in 2018

Phase of education: Primary	Local authority: Staffordshire	Ever 6 FSM %: 32.8
Headteacher: Mandy Whitehouse	Admissions policy: Not applicable	English additional language %: 32.5
Pupils: 357	Ages: 3-11	SEN support %: 10.9
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 0.6
Deprivation Quintile: Highest 20% (0.3)	Special needs provision:	

Ethnicity

- The largest ethnic groups are: White - British (59.4%), White - any other White background (26.6%), Mixed - White & Black Caribbean (2.3%), Mixed - any other mixed background (2.6%), Asian or Asian British - any other Asian background (3.6%) ,.
- This school has 10 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was a larger than average decrease in the total number of pupils, from 379 pupils in 2017 to 357 in 2018.

Girls

- The percentage of girls in year 4 (63%) was higher than all other year groups.

- The percentage of girls in year 5 (40%) was lower than all other year groups.

Disadvantaged

- The percentage of FSM in year 5 (53%) was higher than all other year groups.
- The percentage of FSM in year 1 (16%) and year 2 (23%) was lower than all other year groups.
- There were three children looked after in the school.

Notes: Context sentences provide background information for inspectors. This is historic data for pupils as of the January 2018 census. For example year 10 in 2018 is the school's current year 11 cohort. Ethnicity and CLA sentences appear for every school. For further information on methodology see www.gov.uk/government/collections/using-ofsted-inspection-dashboard

Primary school context 2018

English as an Additional Language

- The school was in the top 20% of all schools for the proportion of EAL (32.5%).

Special Educational Needs

- There was nothing significant to report for this group.

Prior Attainment

- There was nothing significant to report for this group.

Relative progress for the past three years

Progress quintiles based on rank of progress score

() Cohort

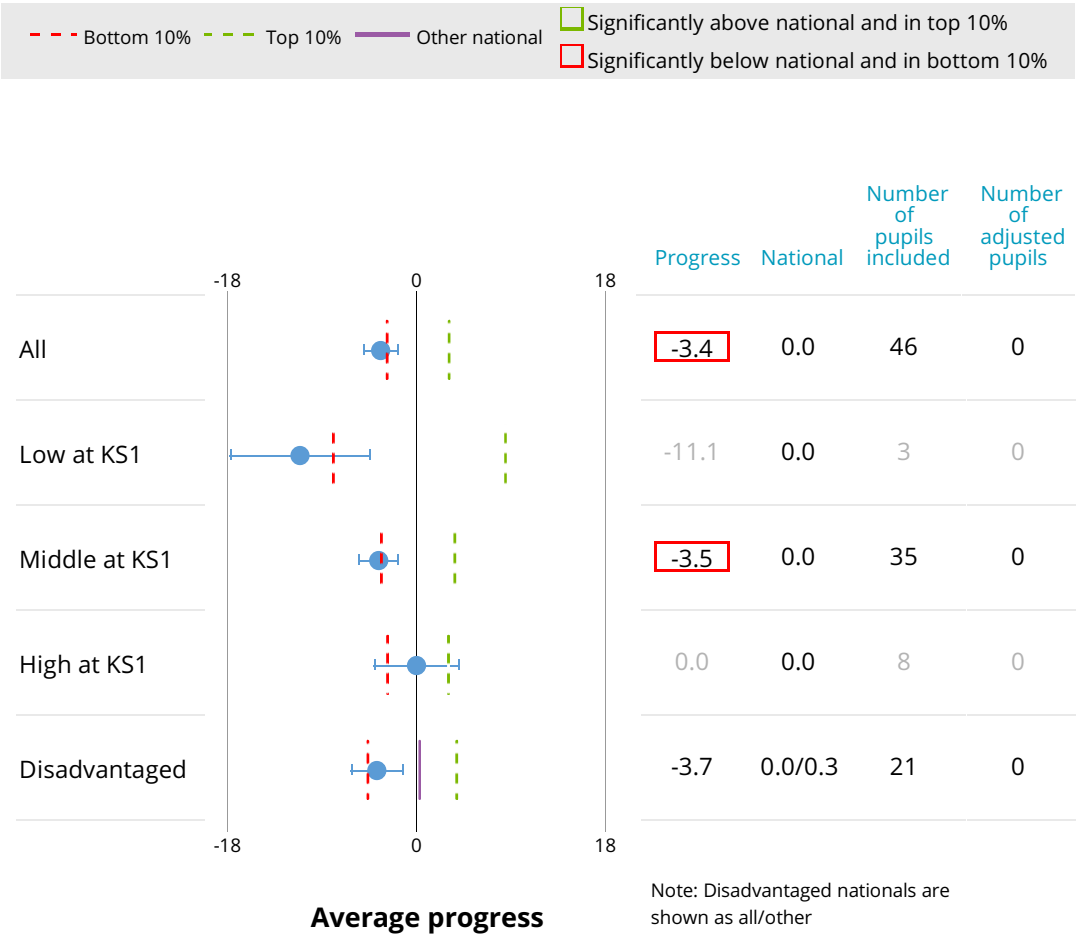
Significantly
above national

Significantly
below national

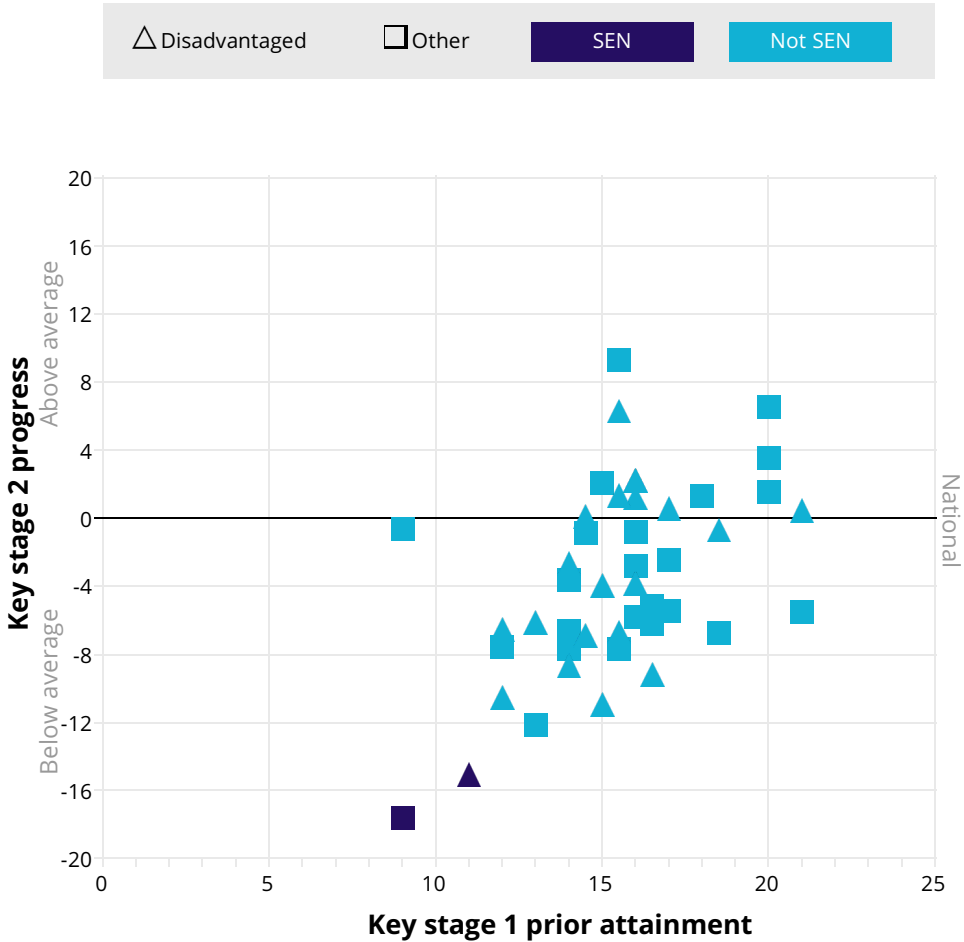
		Reading					Writing					Mathematics							
		Bottom 20%				Top 20%	Bottom 20%				Top 20%	Bottom 20%				Top 20%			
			Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1		Q5	Q4	Q3	Q2	Q1
Overall	2016	(28)						(28)						(28)					
	2017	(36)						(36)						(36)					
	2018	(46)						(46)						(46)					
Low at KS1	2016	(1)						(1)						(1)					
	2017	(3)						(3)						(3)					
	2018	(3)						(3)						(3)					
Middle at KS1	2016	(20)						(20)						(20)					
	2017	(27)						(27)						(27)					
	2018	(35)						(35)						(35)					
High at KS1	2016	(7)						(7)						(7)					
	2017	(6)						(6)						(6)					
	2018	(8)						(8)						(8)					
Disadvantaged	2016	(10)						(10)						(10)					
	2017	(15)						(15)						(15)					
	2018	(21)						(21)						(21)					

Notes: Statistical significance for disadvantaged pupils is against the national for other pupils. Change in methodology or calculations is indicated by a dotted line. Quintiles for 2018 are based on adjusted progress scores. Previous years are based on unadjusted. Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is greyed out. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

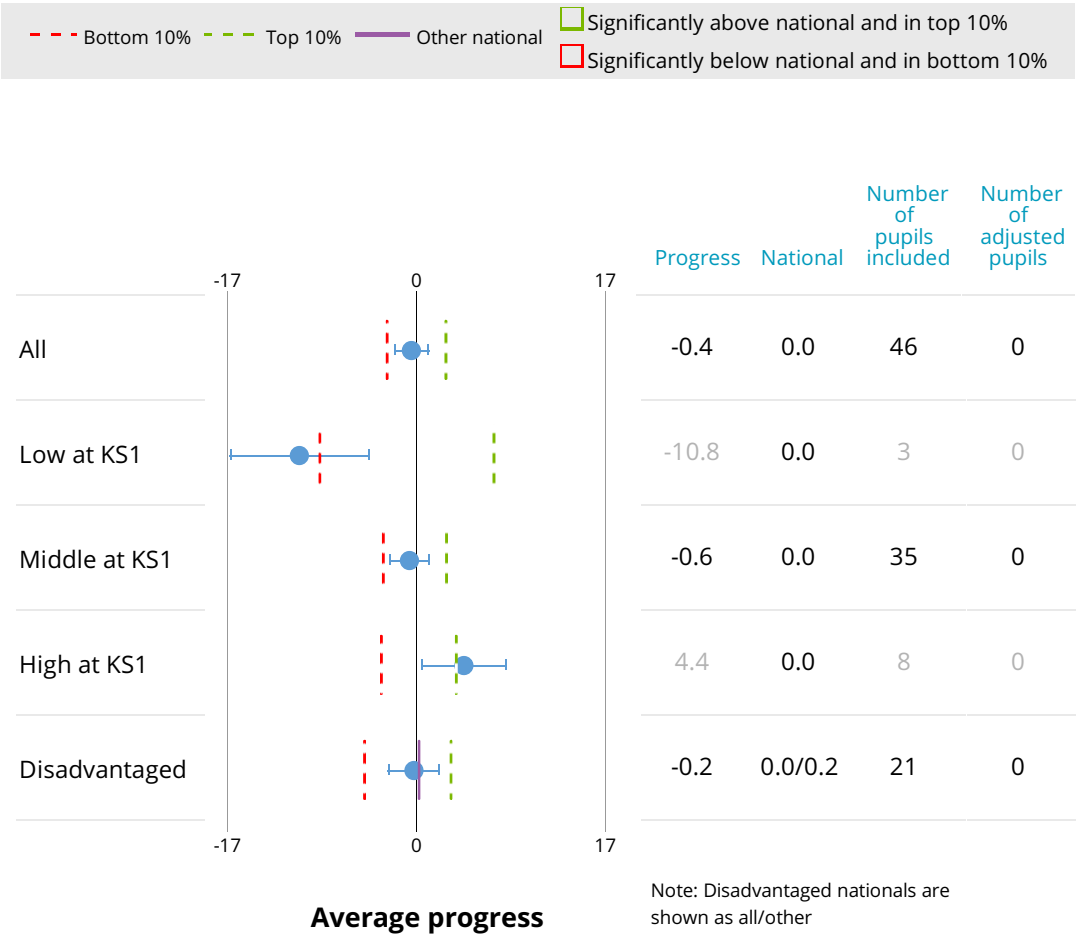
Reading progress in 2018



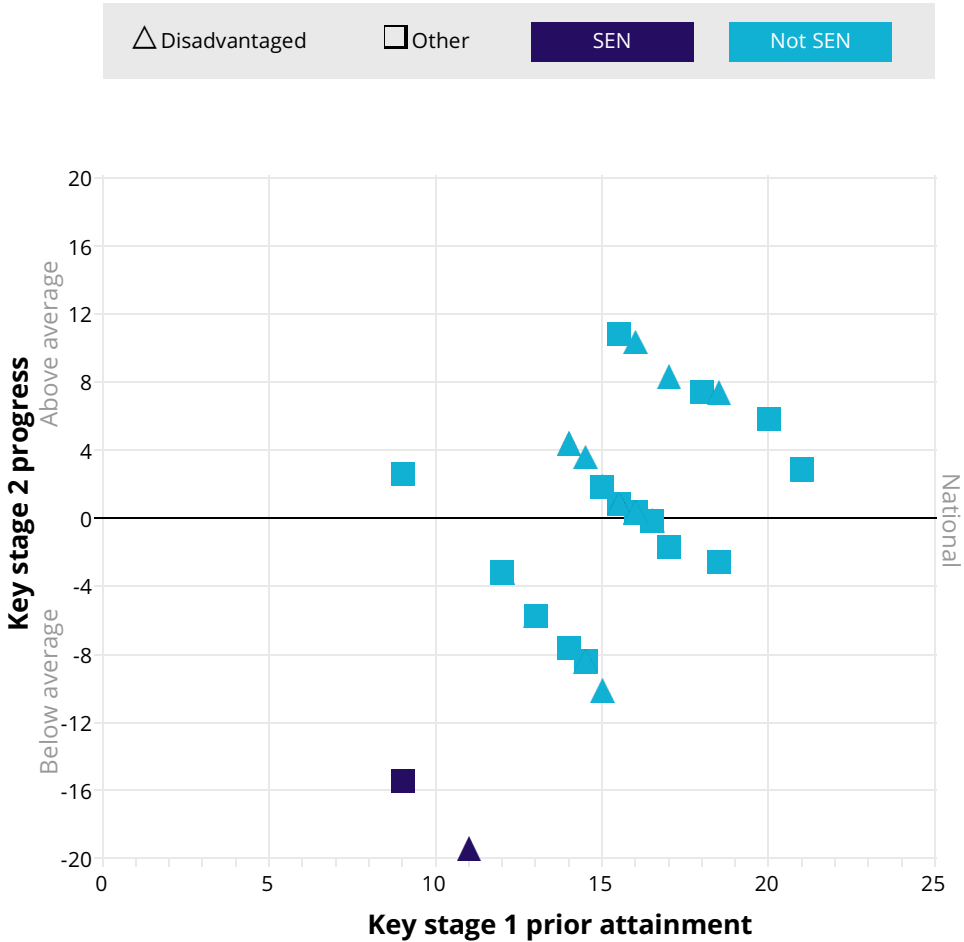
Reading progress scatterplot



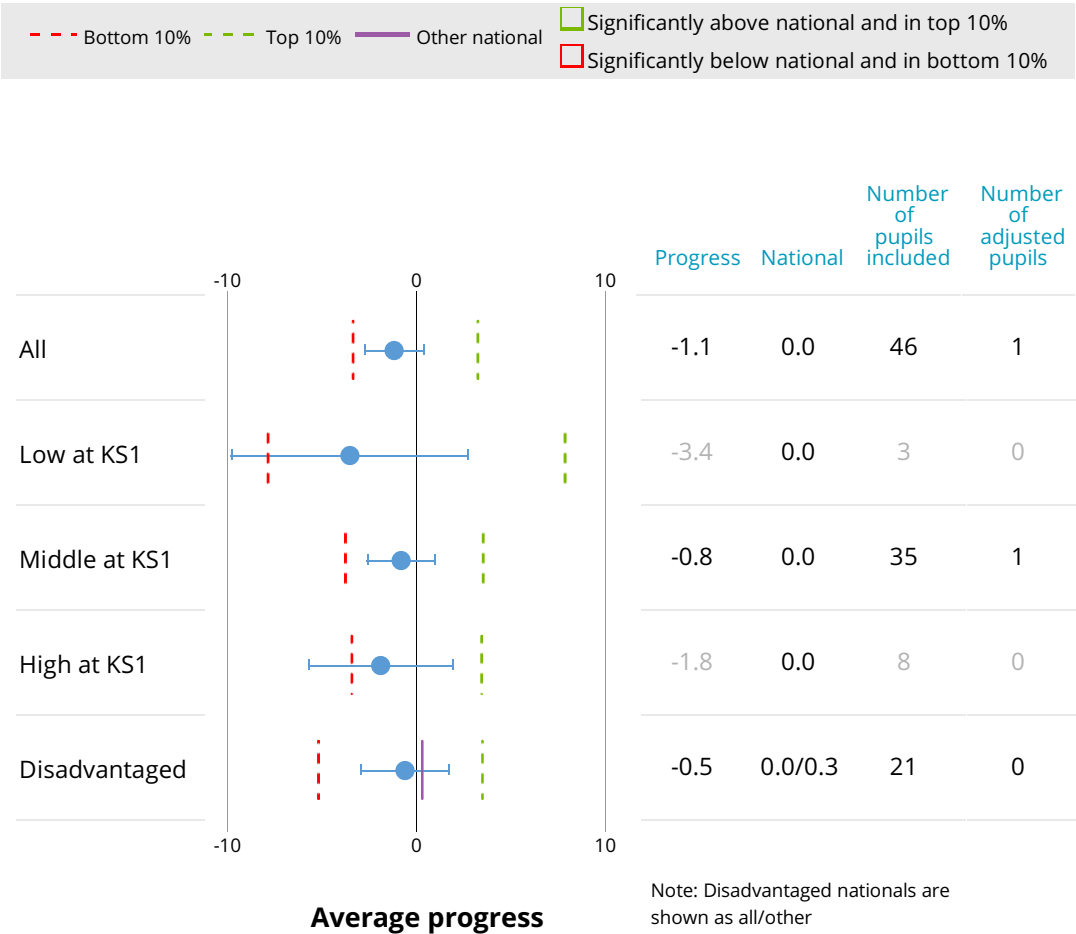
Writing progress in 2018



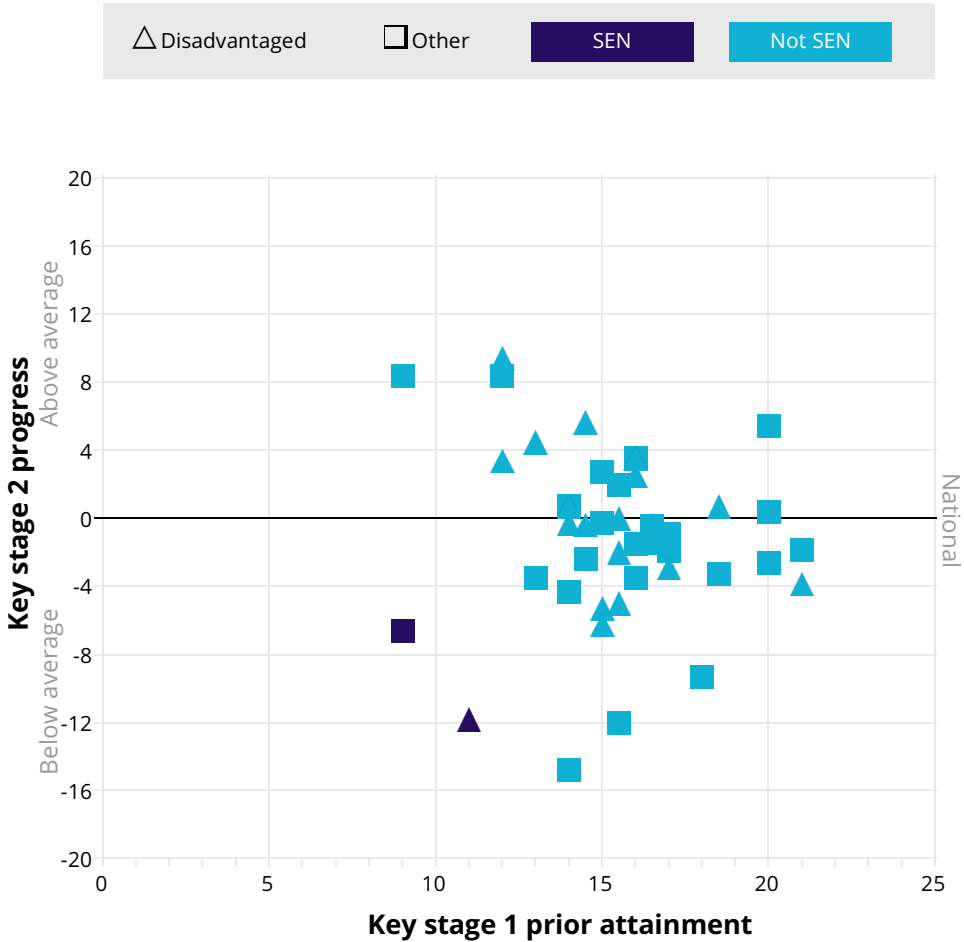
Writing progress scatterplot



Mathematics progress in 2018

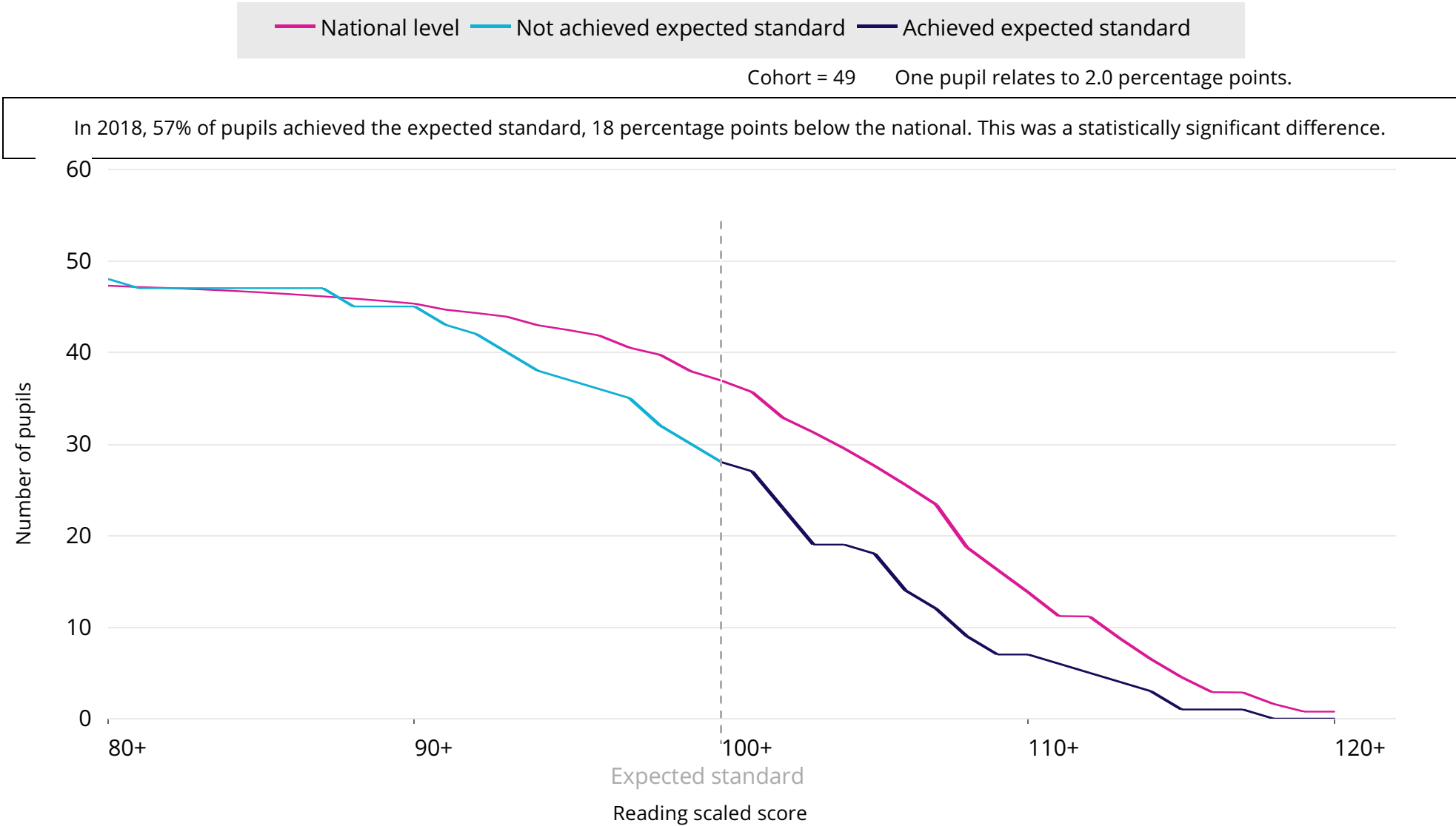


Mathematics progress scatterplot



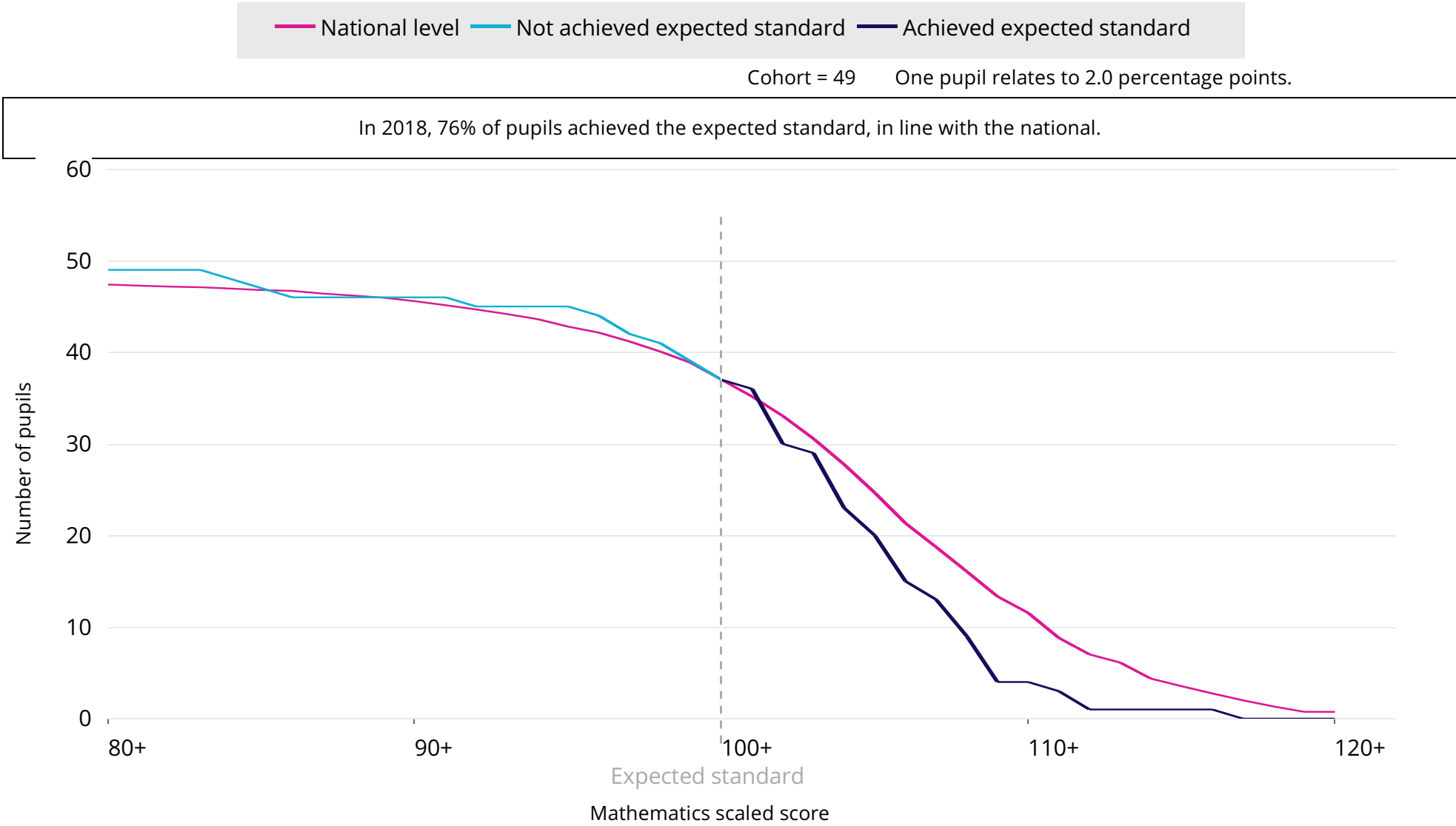
Reading scaled scores 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

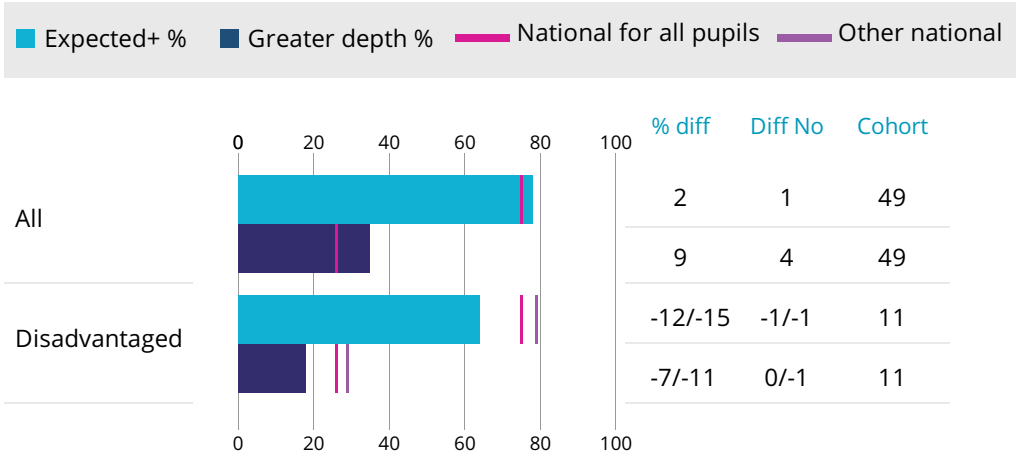


Mathematics scaled scores 2018

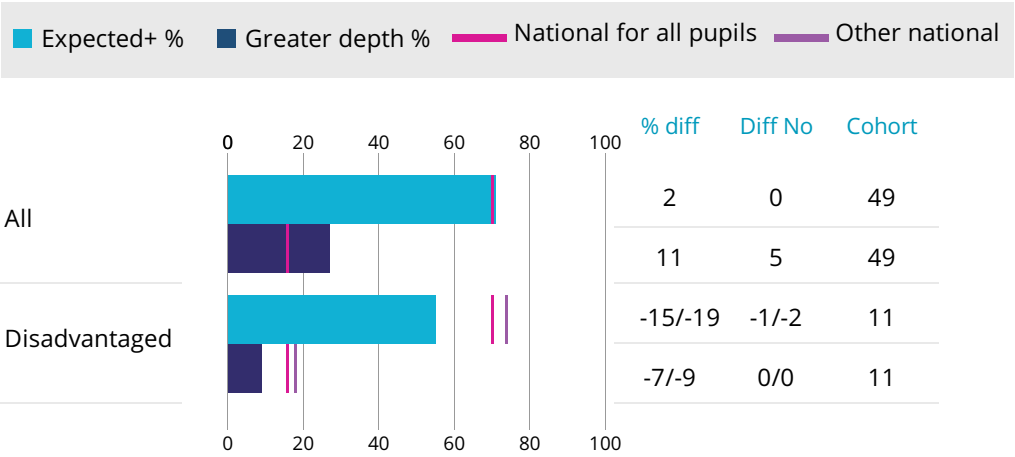
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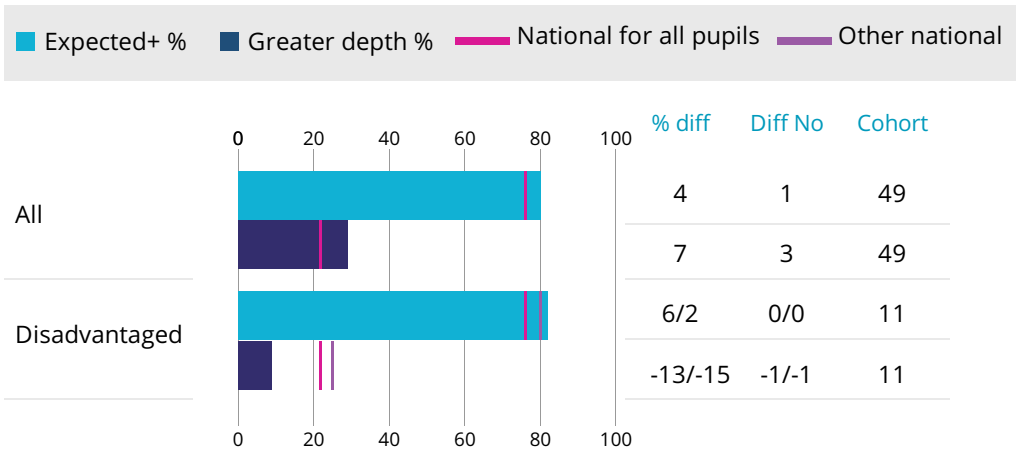
Reading



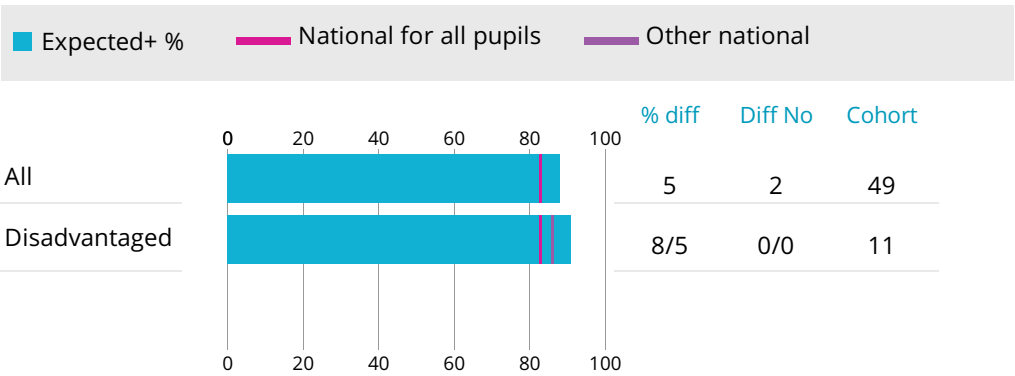
Writing



Mathematics

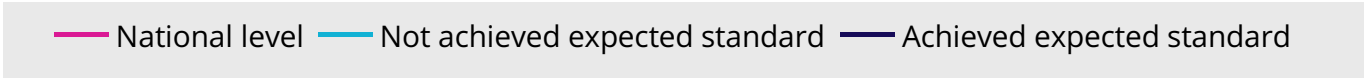


Science



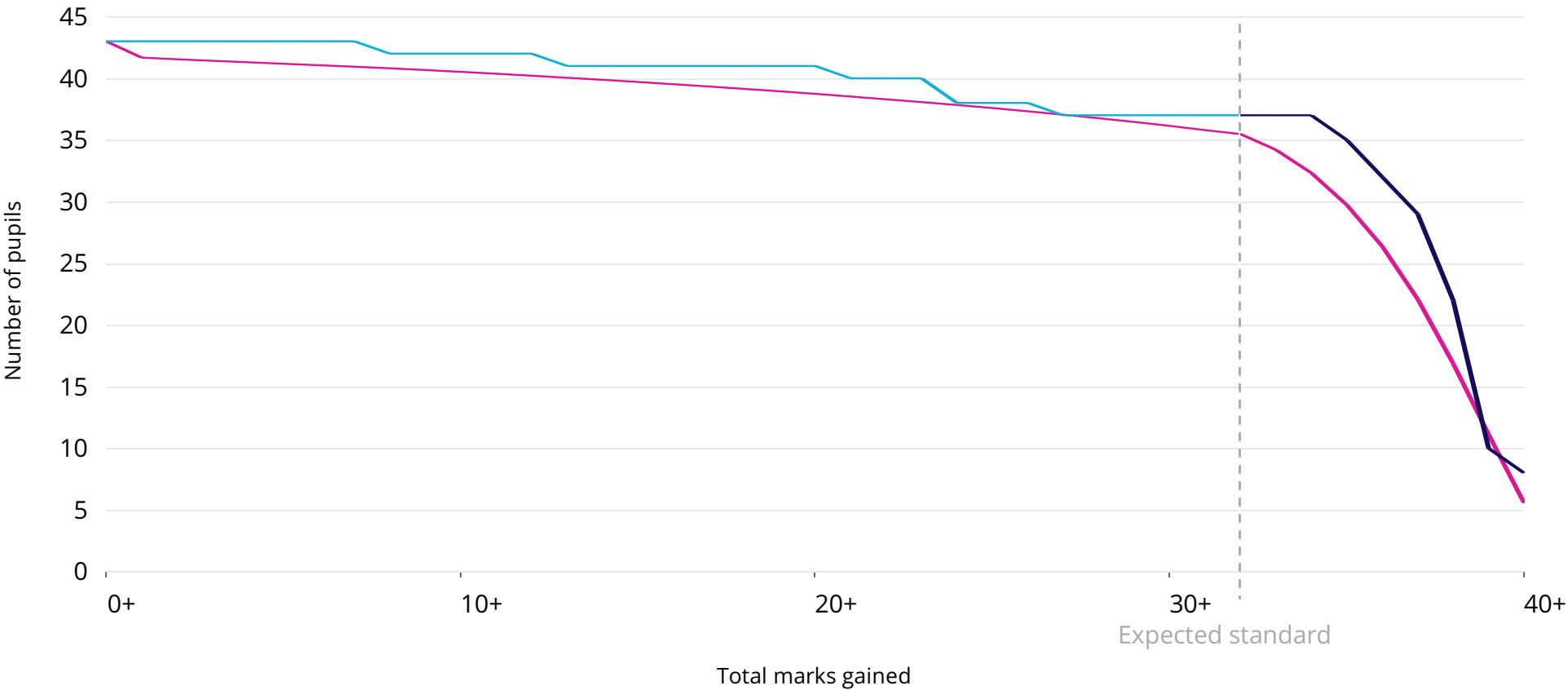
Year 1 phonics marks 2018

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Cohort = 43 One pupil relates to 2.3 percentage points.

In 2018, 86% of pupils achieved the expected standard, 4 percentage points above the national proportion. This difference was not statistically significant.



Notes: The plotted national line is the national phonics attainment percentage at each phonics mark multiplied by the whole school phonics attainment cohort. The expected standard for phonics is 32+. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard